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ABSTRACT

This study guide was specifically designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) in Latin. Minimal competency is tested in four broad subareas: (1) grammatical structure; (2) usage; (3) mythology and culture; and (4) translation, prosody, and Latin roots of English. The guide lists all of the content objectives in the test and provides a selection of recommended readings for each of the four subareas. (JD)

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STUDY GUIDE FOR TCT IN LATIN

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

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Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

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STUDY GUIDE FOR TCT IN LATIN

Georgia Teacher Certification Testing Program

Field 020: Latin

INTRODUCTION

This Study Guide was specifically designed for teachers preparing to take the Georgia Teacher Certification Test (TCT) in Latin, an examination developed by National Evaluation Systems, Inc., and educators in the state of Georgia as a means of testing minimal competency in the following four broad subareas: Grammatical Structure; Usage; Mythology and Culture; and Translation, Prosody, and Latin Roots of English. The Study Guide lists all the content objectives and provides a selection of recommended readings for each of these four areas.

All the recommended readings accompanying the content objectives are books currently in print (most of them in inexpensive paperback editions) or readily accessible in most college libraries. These readings constitute a representative selection of suitable texts; mastery of all the texts listed in a given subarea is not needed to meet the objectives in that subarea, and in most cases alternate readings could be substituted: e.g., careful study of either Grant or Sinnegan and Boak, or virtually any recent college-level text surveying Rome's culture in the republican and imperial periods, would provide satisfactory preparation for the culture portion of the exam.

Examinees are reminded that 1) TCT items, with the exception of translations, are multiple-choice, with four possible answers; 2) the four content subareas do not all contain the same number of questions; 3) scoring is based on the

total number of correct answers--no minimum score for each subarea is required; 4) there is no penalty for guessing.

GEORGIA TEACHER CERTIFICATION TESTING PROGRAM

CONTENT OBJECTIVES AND RECOMMENDED READINGS

FIELD 020: LATIN

I. GRAMMATICAL STRUCTURE

Recommended Readings

Bennett, C.E. A Latin Grammar. Boston: Allyn and Bacon, 1908. (Not currently in print, but available in most college libraries.)

Goldman, N., and L. Szymanski. English Grammar for Students of Latin. Ann Arbor, MI: Olivia and Hill Press, 1983. (Paperback)

Hale, W.G., and C.D. Buck. A Latin Grammar. University, AL: Univ. of Alabama Press, 1973. (Paperback reprint)

Wheelock, F.M. Latin: An Introductory Course Based on Ancient Authors. 3rd ed. New York: Barnes and Noble, 1963. (College Outline Series paperback)

Any first- and second-year high school Latin text series.

Objectives

Demonstrate an understanding of the formation and use of the vocative case.

Demonstrate an understanding of the formation and use of the genitive case.

Demonstrate an understanding of the formation and use of the dative case.

Demonstrate an understanding of the formation and use of the accusative case.

Demonstrate an understanding of the formation and use of the ablative case.

Demonstrate an understanding of the formation and use of the locative case.

Identify the comparative and superlative forms of adjectives and adverbs.

Identify the personal and/or reflexive pronoun to use in a given context.

Identify the correct demonstrative pronoun to use in a given context.

Identify the correct relative pronoun to use in a given context.

Translate interrogative pronouns and adjectives from Latin to English, or English to Latin.

Identify the meanings and forms of indefinite pronouns and adjectives.

Demonstrate the ability to form and/or translate the active tenses of the indicative mood.

Demonstrate the ability to form and/or translate the passive tenses of the indicative mood.

Demonstrate the ability to form the active and passive tenses of the subjunctive mood.

Demonstrate the ability to form and/or translate the imperative.

Demonstrate the ability to form the active and passive tenses of the infinitive.

II. USAGE

Recommended Readings

Bennett, C.E. A Latin Grammar. Boston: Allyn and Bacon, 1908. (Not currently in print, but available in most college libraries.)

Goldman, N., and L. Szymanski. English Grammar for Students of Latin. Ann Arbor, MI: Olivia and Hill Press, 1983. (Paperback)

Hale, W.G., and C.D. Buck. A Latin Grammar. University, AL: Univ. of Alabama Press, 1973. (Paperback reprint)

Wheelock, F.M. Latin: An Introductory Course Based on Ancient Authors. 3rd ed. New York: Barnes and Noble, 1963. (College Outline Series paperback)

Any first- and second-year high school Latin text series.

Objectives

Identify deponent verbs and/or translate them into English.

Demonstrate an understanding of the formation and meaning of the active and passive periphrastic constructions.

Identify the conjugated forms of irregular verbs.

Demonstrate an understanding of the uses of infinitives.

Given the principal parts of a regular Latin verb of any conjugation, form the remaining participles.

Translate a participial phrase from Latin to English.

Distinguish between the uses of gerunds and gerundives.

Translate a sentence containing a condition from Latin to English.

Translate an independent clause requiring the subjunctive from Latin to English.

Translate the *cum* in a sentence containing a *cum* clause.

Translate a Latin sentence containing a subjunctive clause of purpose.

Translate a Latin sentence containing a subjunctive clause of result.

Identify the tense of the subjunctive that should be used in translating an English sentence containing an indirect question into Latin.

Recognize that indirect commands use the subjunctive.

Translate a Latin subjunctive clause of fearing or doubting into English.

Translate a given use of the supine from Latin to English.

Decline the regular Latin nouns of any declension, including the vocative case.

III. MYTHOLOGY AND CULTURE

Recommended Readings

Barrow, R.H. The Romans. New York: Penguin, 1975. (Pelican paperback)

Dudley, D.R. The Civilization of Rome. New York: New American Library, 1960. (Mentor paperback)

Duff, J.W. A Literary History of Rome from the Origins to the Close of the Golden Age. 3rd ed. New York: Barnes and Noble, 1968.

Duff, J.W. A Literary History of Rome in the Silver Age. 3rd ed. Westport, CT. Greenwood Press, 1979. (Reprint)

Grant, M. History of Rome. New York: Scribner's, 1978. (Paperback)

Hamilton, E. Mythology. New York: New American Library, 1971. (Mentor paperback)

Humphries, R., trans. Ovid: Metamorphoses. Bloomington, IN: Indiana Univ. Press, 1955. (Midland Books, Greek and Latin Classics Series, paperback)

Johnston, M. Roman Life. Glenview, IL: Scott, Foresman, 1957.

Morford, M., and R.J. Lenardon. Classical Mythology. 2nd ed. New York: Longman, 1977. (Paperback)

Ogilvie, R.M. Roman Literature and Society. New York: Penguin, 1980. (Pelican paperback)

Rose, H.J. A Handbook of Greek Mythology. New York: Dutton, 1959. (Paperback)

Rose, H.J. A Handbook of Latin Literature. New York: Dutton, 1960. (Paperback)

Sinnigen, W.G., and A.E. Boak. A History of Rome to A.D. 565. 6th ed. New York: Macmillan, 1977.

Objectives

Identify the major deities of Roman mythology.

Identify the minor deities of Roman mythology.

Identify the monsters of Roman mythology.

Identify the major characters and events of notable myths about mortals.

Identify the major characters and events of notable myths about immortals.

Identify the major characters and events of sagas related to the Trojan War.

Identify the major characters and events of sagas other than those related to the Trojan War.

Identify major figures and events connected with the early history of Rome.

Identify the major figures, dates, and events of the early Roman Republic including the Punic Wars.

Identify major figures, dates, and events associated with the period of social reform in the second and first centuries B.C.

Identify major figures, dates, and events associated with the civil strife that lasted from 110-60 B.C.

Identify major figures, dates, and events from the final period of the Roman Republic, circa 60-31 B.C.

Identify major figures, dates, and events related to the reigns of the Julio-Claudian emperors.

Identify the meaning of a given term related to Roman politics.

Identify the major forms of Roman entertainment.

Identify the type of clothing worn by Romans of a given age, sex, and class.

Identify the major architectural contributions of the Romans.

Demonstrate knowledge of Roman religious customs and ceremonies.

Identify typical Roman family roles and titles.

Identify the role of the slave in Roman society.

Identify Roman housing and dining practices.

Identify major figures, dates, and characteristics associated with early Roman comedy.

Identify the genres and major works of late Republican writers.

Identify the genres and major works of Augustan writers.

Identify the major writers and their works of mid-first century Latin literature.

Identify the major writers and their works of the late first and second century.

IV. TRANSLATION, PROSODY, AND LATIN ROOTS OF ENGLISH

Recommended Readings

Ayers, D. English Words from Greek and Latin Elements. Tuscon, AZ: Univ. of Arizona Press, 1965. (Paperback)

Hale, W.G., and C.D. Buck. A Latin Grammar. University, AL: Univ. of Alabama Press, 1973. (Paperback reprint) (Part V: Versification)

Any high school or college Virgil text with an explanation of scanning the dactylic hexameter.

Translation from Cicero's prose works, including his orations, Caesar's Gallic Wars and Civil Wars, Vergil's Aeneid, and Ovid's Metamorphoses.

Objectives

Demonstrate an understanding of common Latin conventions in versification of dactylic hexameter.

Identify the meaning of common Latin prefixes.

Identify the meaning of common Latin suffixes.

Identify the meaning of the Latin roots of common English words.

Translate a given passage from Caesar's Gallic Wars.

Translate a given prose passage from Caesar's Civil Wars (or other work).

Translate a given phrase or sentence from a prose passage by Cicero.

Translate a passage from Vergil's Aeneid.

Demonstrate comprehension of a passage from Ovid's Metamorphoes.